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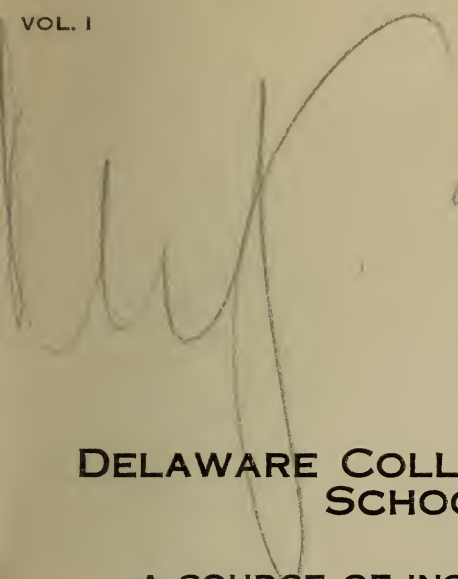


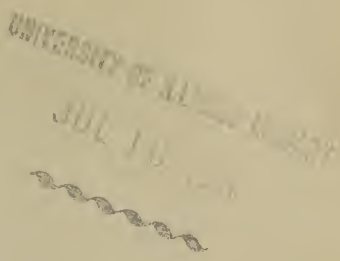
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DELAWARE COLLEGE SUMMER SCHOOL

A SOURCE OF INSPIRATION TO
DELAWARE PEOPLE

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PREFACE

For about nine months of each year the rural school teacher works at her task with little encouragement or inspiration except such as she can draw from her own heart. She is the heroine on the advanced line of Democracy. The State has recognized its duty in providing her with the technical training she needs. Important as such training is it does not necessarily add anything to her personality. And in teaching, personality counts for more than anything else. The Service Citizens of Delaware has endeavored to bring the courses of inspiration within reach of the teachers assembled at the Delaware College Summer School. Art, Drama, Literature, Music, Lectures—as these interpret the richness and breadth of human life—have been made to minister to the minds and spirit of the women teachers of the State. Perhaps nothing the Service Citizens has done or is doing will prove to be more vital than this to the future growth of Delaware.

JOSEPH H. ODELL,
Director of Service Citizens.

*Wilmington, Delaware,
August 30th, 1920.*

DELAWARE COLLEGE SUMMER SCHOOL

Delaware College Summer School as it is conducted at Newark in connection with the State College, has become a distinctive Delaware institution, which should command the attention of every citizen. Initiated six years ago primarily for the further technical training of the Delaware teacher, its field has broadened until today it is becoming associated more and more with the idea of a center from which there radiates a series of influences that affect every phase of our social and governmental life.

WHAT THE SUMMER SCHOOL MEANS TO THE TEACHER

Six weeks in daily contact with the most advanced practise in one's profession! Six weeks with expenses paid, the morning hours devoted to increasing professional efficiency; the afternoon free for recreation; the evening during one-half the period, filled with discussion of current topics, with music and literature of a grade rivalling that to be found in the largest cultural centers. Would not this appeal to any one? And just this is what the Summer School means, first of all, to every Delaware teacher.

The value of professional training for the teacher during a short summer period has become generally accepted. Everywhere teachers recognize that they can no longer detach themselves from their school room work for ten weeks in every year and still hope to keep efficient. Indeed, the teacher no longer is permitted to work on, satisfied with old and archaic methods. Accepting this viewpoint, the State of Delaware in 1917 established a precedent for the entire Nation by appropriating a sum of money for the reimbursement of all teachers who carry on professional work to the satisfaction of the State Board of Education, during six weeks in the summer. Money expended for carfare, board, and other legitimate expenses returned at the end of the session.

“Does summer work pay” The question was addressed recently to a Delaware teacher, who stood on the platform awaiting her train for home.

“Indeed it does pay,” she replied enthusiastically; “I have had an unforgettable summer. For nine months of the year I teach in a remote section, with little opportunity to talk with others interested in my kind of work. Just what the associations formed at the Summer School mean to me it would be hard to express. I have stored away dozens of ideas for school room practise which are already responsible for a genuine enthusiasm for the coming of September.”

Regular classes in the Delaware College Summer School began at eight-fifteen and continued until one P. M. Saturdays were free with organized walks for those who felt in the mood for them, with occasionally an early morning hike and breakfast in the woods. The entire equipment of the college was placed at the disposal of the summer guests. Residence and Sussex Halls, the attractive new dormitories of the Women’s College, and Harter Hall, one of the “greater development” dormitories of the men’s college, were occupied by the students. The beautifully furnished parlors were the students’ own, and nothing possible was left undone by the hostesses in charge, for the comfort of the teachers. Meals were served to the entire group in Old College dining hall, under the direction of Miss Hall, college dietician.

HELPFUL IDEAS FOUND IN THE CLASSROOM

Formal classroom work covered practically every subject in the modern elementary school curriculum. Teachers from the best normal and practise schools in the country expounded the theory of modern pedagogy, in the classroom, and other specialists demonstrated the methods by which the theory may be successfully practised with children from the first to eighth grades, in the demonstration school held each morning in the Newark Grammar School building. The use of the grafanola in the schoolroom and the teaching of a greater appreciation of music was demonstrated by Marcus Louis Mohler, teacher of music in the Horace Mann School, New York, followed by a series of lectures by Mrs. Anderson, formerly supervisor of Music in the public schools of Wilmington. Means by which the drawing period may become one that unfailingly appeals to the child were illustrated in a series of posters on

health subjects, which later afforded an attractive frieze for the classroom. Model houses developed in a series of paper-folding and paper-cutting lessons, which demonstrated at the same time, aesthetic and health standards for the children, were other features of the Art course which promise to add profit and zest to the busy work hours of the coming winter in Delaware schoolrooms. Methods of teaching Geography and History in the changing days of the present, demonstrated by Miss Rohr, of the Teacher Training Department of the Women's College, proved especially helpful.

COMMUNITY ACTIVITIES

For the teacher fresh from the training school already well acquainted with the best recognized method, the Community Civics Classes, with their emphasis upon the development of community spirit, afforded a pleasing feature of the session. This work, under the direction of Miss Lotta A. Clark, of Boston, was so closely linked with events of the day that whatever the teacher's previous experience the hours spent in the Community Civics classes were rich in profit. Soon after the opening of the summer session the students formed a self-government association. Organization was effected at the morning assembly. Miss Clark presided at the meeting and likened the student body to a group of citizens such as may be assembled in any district for community organization. The entire period was a demonstration of tactful procedure and parliamentary form for such an occasion. All of Miss Clark's classroom periods are conducted as organized meetings.

A feature of the work of the Community Civics classes was the development of a "Pageant of Freedom," the second annual pageant to be given by Summer School students. Early in the session members of the classes, after a spirited discussion, selected the coming of the Pilgrims and what that event has signified in the history of free institutions, as the theme of the pageant. Knowledge of English and American history was drawn upon in the discussion as the program was worked out, episode by episode, the plans formulated, and the dialogue written. The pageant speedily became a common interest which extended to every faculty member and student, developing finally into a splendid demonstration of

effective community organization. Aesthetic dancing absorbed the attention of the classes in Physical Instruction; the creation of costumes and stage setting, with various Indian decorations put purpose into the work of the Art classes; practise of the songs, under the musical director, found a regular place in the morning assembly. The group of Army Rehabilitation men stationed at Delaware College, was drawn into the pageant circle and developed into a striking band of Norsemen; the Newark lodge of Red Men figured largely in the scene presenting the American Indian; townspeople and faculty members mingled with the "Band of Pilgrims," and brass bands from Newark furnished music for the evening. Every student at Summer School had some part to play in the pageant, which when finally staged was a brilliant spectacle of grace and color that attracted to the State College the largest crowd, it is estimated by many, ever assembled on the campus.

WHAT THE SUMMER SCHOOL BRINGS TO EVERY CITIZEN

The Delaware College Summer School has an appeal, however, that makes it of personal interest to a circle larger than that of the State's teaching profession. For the last two years through the co-operation of the Service Citizens of Delaware, a series of evening lectures and entertainments has been provided which has made the State College in fact the very center of the State's intellectual life. The programs presented have brought to the college men and women of national prominence, each selected for success in some special field of work. Readers, writers, lecturers, artists, of the type which the average citizen living outside of the larger cities, finds it impossible to hear, have thus been brought within the reach of everyone. Every program scheduled has been absolutely free to the public and the entire State has shared the messages and inspiration. Crowds increasing as the series progressed, indicated the growing appreciation of Delawareans who in many instances motored for miles, to hear the speakers and enjoy the musical programs.

The series opened with a lecture by Dr. Thomas E. Finegan, Commissioner of Education of the State of Pennsylvania, who in a

strong address sounded the keynote of the session in an appeal for better school environment and better trained teachers. "Why not have modern schools," he challenged, "in a world of modern things?" Dr. Finegan preached the gospel of good roads and good schools, declaring they go hand in hand everywhere; they are one and inseparable. "It is impossible to give the country boy as good a chance as the city boy unless we combine the strength of the smaller districts," he said, and urged the immediate adoption of a program of consolidation.

Marcus Louis Mohler, referred to in the reference to method work, gave a pleasing demonstration of the method used in developing a greater appreciation of music in the Horace Mann School, New York. Mr. Mohler began with the story of Larry the Gypsy, using descriptive pieces which the children might recognize as indications of mirth and sadness, joy and sorrow, running through the various musical forms and demonstrating the inter-relationship between Music, Art and Poetry. He closed with simple lullabies and Mother Goose tunes, played in accented tones which seemed fairly to shout the words to the little ones.

Notable among the distinguished guests who visited the College in the three weeks' course, was Dallas Lore Sharp, writer, lecturer and naturalist, who by his series of brilliant essays on educational topics, has achieved a nation-wide reputation. Dr. Sharp spent three days at the College. A vital, interesting personality, whether on the platform as speaker, or charming informal dinner guest, universally he commanded attention. His lectures on the subjects, "Education for Democracy," "Twenty Years a Teacher," and "The Magical Chance" were vigorous, unforgettable expositions of faith in the American public school as the one means of saving Democracy, and an insistence, from a political standpoint, upon the evil effects of the select private school as it exists in New England and the far West. "I believe only by education," Dr. Sharp said, "through the high school for every man and woman, can we preserve the ideals of the American nation." Dr. Sharp in this third inspirational lecture, "The Magical

Chance," gave his hearers a vision of the opportunity that is the priceless possession of every teacher.

Mrs. Augusta Friedewald in a series of five dramatic readings from modern literature awakened a response in the hearts of all who heard her. To teach everyone to love better books, to turn to the inspiring story, to enjoy the tradition and local color back of it—such Mrs. Friedewald accepts as her mission. Audiences, growing in size with each succeeding evening, acclaimed the popular response to her work. Mrs. Friedewald gives the historical setting to her story; she describes the stage effects, quotes the telling description, and portrays the various characters in a way that enables her hearers to get the big purposeful effect and sends them, almost invariably, in search of the book for further acquaintance and study. Mrs. Friedewald's readings were widely varied in type, including "Sherwood," by Alfred Noyes; "The Heart of a Child," by Amanda Matthews; "The Traveling Man," by Lady Gregory; "What Every Woman Knows," by James M. Barrie; and "Peer Gynt," by Henrik Ibsen.

The value of intelligent leadership was emphasized by the Reverend William F. McDowell, Bishop of the Methodist Episcopal Church, in a lecture during the series. Adequate and superior knowledge, the ability and disposition to co-operate with other people, pure and unselfish motives, modesty and humility, and a willingness to identify one's life with the cause, Bishop McDowell defined, are the essentials necessary to the highest leadership.

Dr. H. W. Luce, Vice-President of Peking University, China, and for some years traveling secretary of all the educational institutions in China, gave two lectures on the problems of the Far East. In each lecture Dr. Luce spoke with the authority of one long familiar with the facts, but constantly interspersed amusing or pathetic details of Chinese life.

Mr. Henry Robinson Palmer of the Providence "Journal"

gave a clear and nonpartisan review of the two great political conventions and pointed out the differences in their platforms. This lecture was intended to bring the student body into touch with the present political alignment and tendencies, in a manner that did not favor either party.

Dr. George D. Strayer of Columbia University, former president of the National Education Association, discussed "Efficiency in Public Education." Dr. Strayer strongly endorses the creation of a Federal department of education, with a representative in the President's cabinet. He contends that the boys and girls in the country are not at present receiving an educational opportunity at all comparable to that of the city pupil, and pleads for a square deal for everyone.

MUSICAL PROGRAM

The outstanding feature, however, of this year's program was the series of concerts planned to bring within the reach of everyone the opportunity to enjoy some of the country's finest music. A varied program, good but at all times light enough to afford genuine enjoyment, embraced five evenings of the lecture course. In addition there were special programs, representing the highest order of sacred music on three Sunday evenings. The first two concerts were furnished by Wilmingtonians: Frederick W. Wyatt, baritone, assisted by John A. Thoms, pianist, and Mrs. Leonard E. Wales, soprano, with Miss Margery Hamilton Hill at the piano. The programs, pleasing in their variety, were received with an enthusiasm that expressed unmistakably the place accorded the Delaware artists by the summer students.

A quartette of Philadelphians, including Emily Stokes Hagar, soprano; Marie Stone Langston, contralto; Henry Gurney, tenor; and J. Helffenstein Mason, basso profundo, accompanied by William Silvano Thunder, was given an ovation by an audience assembled from all parts of the state. The voices, showing rare individual excellence in solo work, blended in chorus into a rich well-balanced harmony which delighted all who heard them. The

singers received storms of applause and responded with encores again and again.

The Schmidt String Quartette of players from the Philadelphia Orchestra presented a program in perfect accord with the purpose of the lecture series. Grouping their program into four distinct parts, the players demonstrated the varying types in American, Bohemian, Scandinavian and Russian music. At all times in sympathetic accord with the theme which they developed, the Schmidt players rendered number after number with a fineness and finish which exemplified all that is beautiful in music and afforded genuine intellectual enjoyment.

D. Hendrik Ezerman, director of the Philadelphia Conservatory, appeared during the course in piano recital. Mr. Ezerman presented a program which emphasized the wide range in piano music. He developed the various themes of the program with the sympathetic appreciation of the true artist. An indication of the appreciation with which it was received is illustrated by the fact that entire classes of several prominent music teachers of the State attended the concert.

SUNDAY EVENING SERVICES

On Sunday, July 11th, selections from "The Creation" were sung by Henry Hotz, baritone, and Elizabeth Porter Earle, soprano, Philadelphia. On the following Sunday a community chorus of forty voices under the direction of Miss Dora Wilcox, director of Music at the Delaware College Summer School, rendered "Hail All Glorious" by Gounod, and "By Babylon Wave" by Sir Joseph Barnby. Bishop William McDowell, of the Methodist Episcopal Church, delivered the sermon. On Sunday, July 25th, the great church classic, "The Stabat Mater" by Rossini, was sung by a selected quartette of soloists from the Philadelphia churches, under the direction of William Silvano Thunder. The quartette included Eleanor Gerlach, soprano; Alice McPoyle, contralto; Henry Gurney, tenor; John Vandersloot, basso. The Reverend Philip Cook, Bishop-Elect of Delaware, was the speaker of the evening.

CENTER OF STATE-WIDE EDUCATIONAL ACTIVITY

The Summer School, during the six week session, becomes in fact the center of all things educational in the State and the surest means of keeping in touch with the educational situation. State Commissioner of Education A. R. Spaid, and the County Superintendents are frequent visitors. W. B. Thornburgh, President of the State Teachers' Association and Miss Agnes Snyder, Secretary, Dr. R. W. Cooper, director of the Bureau of Education, Service Citizens of Delaware, and Miss Susan Faris, Supervisor of elementary schools in Sussex County, were visitors from time to time for conference with the students. Dr. Osincup of the United States Public Health Service, and Miss Olive Hartlove of the Red Cross Nursing Staff advised, in daily conference with the teachers, the best health procedure in the schoolroom. The last week of the session, officers of Parent-Teacher Associations throughout the State met at Delaware College in all-day conference. A definite plan for an intensive drive for greater membership and more whidespread organization, together with a program of action, was adopted.

No one conscious of his responsibility as a citizen to the social needs of the community he calls "home," can afford to miss the Delaware College Summer Sessions. They are inseparably linked with all that is inspiring and progressive in education, public health and civic well-being.

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